Did you know that three-quarters of college students report cheating during their undergraduate careers?

When students engage in academically dishonest behaviors, they are reacting inappropriately to a learning environment that has challenged them in unexpected ways. Hence if we can gain a better understanding of the reasons for academically dishonest behavior, we may be able to use that knowledge to help students more effectively understand and meet the challenges that our courses provide.

The talk will review current statistics on cheating in higher education, consider the role of the learning environment in influencing student cheating, and present concrete suggestions for the design of both courses and assessments that inspire students to learn deeply and with integrity.

Guest Presenter: James M. Lang

Lang is author of four books, the most recent of which are Cheating Lessons: Learning from Academic Dishonesty (Harvard University Press, 2013), and On Course: A Week-by-Week Guide to Your First Semester of College Teaching (Harvard UP, 2008). He writes a monthly column on teaching and learning for The Chronicle of Higher Education, his work has been appearing in the Chronicle since 1999. He is a member of the Fulbright Senior Specialist roster in higher education.